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ABSTRACT

Section 1 examines the issues involved in the educational preparation of social workers. Section 2 concerns the supply-and-demand outlook for graduates in social welfare in the southern region in 1980. Broad issues dealt with are: (1) recent developments; (2) undergraduate issues; (3) educational resources; (4) potential employment for doctoral graduates; (5) specialization; (6) social welfare policy; (7) administration and mangement; (8) continuing education; (9) personnel classification; (10) employment settings; (11) supply of social workers from associate, baccalaureate, master's and doctoral programs; (12) continuum in social work education; (13) demand for social workers. Findings indicate that: (1) it is incumbent on the educational institutions in each state to work closely with the employing agencies and to plan in such a way that social work manpower at all levels of training will be adequate to meet demonstrated needs; and (2) if the trend of the 1960's and early 1970's continues, the outlook for social welfare graduates in the south appears favorable at all degree levels and that competition will continue to be heavy in urban centers but that graduates will find a more favorable employment market in the nonmetropolitan areas. (Author/KE)

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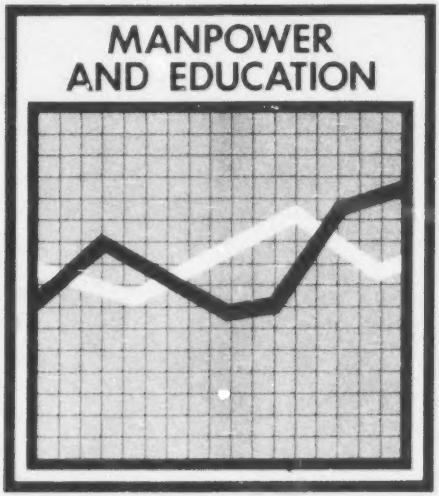

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Social Welfare Education and Careers in the South

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SOUTHERN REGIONAL EDUCATION BOARD

Social Welfare Education and Careers in the South

Ellen Winston

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313
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Foreword

The SREB Manpower and Education project, with partial funding from the Exxon Education Foundation, develops and disseminates information for higher education decision making. This report on *Social Welfare Education and Careers in the South* reflects an extended history of SREB participation in the changing and improvement of educational practices for preparation of social work personnel. It features the observations and judgments of a social scientist whose distinguished career in social work education, practice, and administration eminently qualify her to assess needs of the region.

Dr. Ellen Winston, whether teaching at the University of North Carolina, directing the public welfare program of the state of North Carolina, or serving as Social Welfare Commissioner for the nation, has always expressed strong faith in regional cooperation for development of the social work profession to best serve the interests of the region's people.

The continuum of levels in social work education from the associate degree to the Ph.D. — which this report accepts — suggests a pattern of career development which may well serve as model to other professions or disciplines. That the so-called post-industrial society may be able to provide a competent worker for every job, but not necessarily an appropriate job for every worker, is a truism which is demonstrated by the very fact of continued need for social workers. It may be that the proportion of occupational "misfits" in society may be substantially reduced as the rungs of career ladders in given professional areas are spaced more evenly, so that flexibility and opportunity for upward mobility are correspondingly enhanced.

Winfred L. Godwin
President

Section I — Social Welfare Education

Ellen Winston

Section I of this report is a companion to the SREB analysis in Section II of the supply and demand outlook for graduates in social welfare in the Southern region in 1980. The primary emphasis of Section I is on issues in the educational preparation of social workers. Selected broad issues are dealt with. Each agency and institution in turn must define these in relation to its own frame of reference. The focus is future-oriented.

Recent Developments in Social Welfare

Social welfare, as it has developed throughout the nation, is a multi-faceted field. New or newly recognized needs bring about new programs or the expansion of programs already in operation. Definitions of social welfare are numerous, varying perhaps more in wording than in substance. The Department of Health, Education, and Welfare in 1965 defined the field of social welfare as:

> . . .the organized system of functions and services, under public and private auspices, that directly support and enhance individual and social well-being and that promote community conditions essential to the harmonious interaction of persons with their social environment, as well as those functions and services directed toward alleviating and contributing to the solution of social problems with particular emphasis on strengthening the family . . .[1]

In the decade since this definition was promulgated, many changes that directly affect the social welfare field and the practice of social work have occurred. The emphasis has continued to shift from ameliorative services to preventive and supportive services and developmental social welfare. The role of the client has been recognized as far more participatory and self-directing than in earlier years. New terms, such as, *outreach, crisis intervention, task orientation, systems approach, individual and group therapy, advocacy,* have become commonplace, reflecting new approaches and new perspectives. The potentials for effecting social change are firmly entrenched in social work philosophy with greatly increased emphasis on social action.[2]

At the same time, the wide range of social welfare programs enacted by the Congress in the early and mid-sixties has been tried and modified and, in some cases, replaced or discarded. The separation of determina-

tion of eligibility for assistance and of services in public welfare has been mandated. In the area of eligibility determination and program administration for income-oriented programs, the focus is increasingly on management skills as contrasted with social work skills. Within social services, where the number of personnel has been steadily increasing from year to year, emphasis is placed more and more upon qualified staff, clearly defined services, and availability and accessibility of services to all age groups and income levels.

The role of the Federal government in financing social welfare programs has increased while social welfare funds from private philanthropy, although still increasing absolutely, have decreased sharply as a proportion of total funds. The trend toward purchase of services by public welfare agencies is having a strong impact upon both public welfare programs and the private and other public agencies with which contracts are effectuated.

What may well prove to be one of the most significant of the recent changes is the increased emphasis by the U.S. Department of Health, Education, and Welfare upon decentralization, with far greater responsibility for program planning vested in state and local public welfare agencies. More than ever before since the passage of the Social Security Act in 1935, states and local jurisdictions have wide choices as to *what* social services shall be provided and *how* they shall be provided. This is one result of Public Law 93-647 which added Title XX on services to the Social Security Act, effective as of October 1, 1975. The legislation represents a much larger step toward local decisions with respect to social services than the earlier provision of general revenue sharing. State and local governments have made small use of the option of spending revenue — sharing funds for the needy and aged. The indications are that Title XX state plans will vary widely from state to state, with substantial variation permitted even within states. This will have a major impact upon social service delivery systems and the social service personnel required to operate them. Moreover, the substantial emphasis upon third party contracts should lead to increased concern with respect to appropriate professional qualifications for private as well as public agency personnel.

The U.S. Department of Health, Education, and Welfare plays a major role in social work education. This role has taken various forms, such as, consultation to agencies and schools; financial participation in staff development activities; educational grant programs; and related activities. For example, in the eight HEW Region IV states which are included in the 14 states served by the Southern Regional Education Board, ten graduate schools and thirty-eight undergraduate programs in 1974-75 received direct grants or formula grants from the state agencies administering public assistance funds.[3]

These developments with respect to social work education have occurred under Federal legislation that is now superseded by Title XX of the Social Security Act. The language with respect to training in the new legislation (Public Law 93-647, Section 2002) is explicit with respect to matchable Federal funding:

> 75 per cent of the total expenditures during the quarter for the provision of other services . including expenditures for administration . . . and personnel training and retraining directly related to the provision of those services (including both short and long term training and retraining at educational institutions through grants to such institutions or by direct financial assistance to students enrolled in such institutions).

The implementing regulations at both Federal and state levels, and the firm commitment of administrators to a continual process of helping to strengthen educational resources and of upgrading agency staff, are critical to the full and effective utilization of the legislation.

Concurrently, there is much ferment in the field of social work education as to the proper relationships between the still new undergraduate programs and the graduate programs. The issues relate to time sequences, to credit for courses taken at a lower educational level, to structure of social work education, and to other directly related facets. Such educational issues must be resolved by the educators. While critical to the next developments in social work education, they are tangential to the concerns dealt with here and thus outside the scope of the analysis.

Some Undergraduate Issues

The Southern states took early leadership in recognizing the importance of a bachelor's degree for beginning practice in public social welfare, and in several states merit system classification plans early incorporated this approach. This step preceded the recognition of clearly defined undergraduate social work curricula. It is only in more recent years that the Council on Social Work Education, the National Association of Social Workers, state personnel departments and employment agencies have recognized the appropriate contribution of undergraduate social work preparation for the profession of social work. The wide range in curricula to be found among the educational institutions offering identified undergraduate programs reflects the continuing debate as to actual content. The recently adopted standards of the Council on Social Work Education (CSWE) for accreditation of undergraduate programs should help to bring more uniformity into this beginning professional degree, as follows:

An educational program that prepares for beginning professional practice shall demonstrate that it:

1. builds on, and is integrated with, a liberal arts base that includes knowledge in the humanities, social, behavioral, and biological sciences;
2. provides content in the areas of (a) social work practice, (b) social welfare policy and services, (c) human behavior and social environment, and (d) social research;
3. requires educationally-directed field experiences with engagement in service activities for at least 300 clock hours, for which academic credit commensurate with the time invested is given.[4]

Some schools have gone far beyond the basic requirements with respect to undergraduate course content and have focused on what is essentially technical education. They give a minimum of attention to a well-planned liberal arts education which provides the base for a concentration with professional content. The report to the Council's Task Force on Structure and Quality in Social Work Education[5] has provoked a searching discussion which should lead to relative consensus with regard to desirable dimensions for sound undergraduate programs. What should be the social work requirements, i.e., the content of the core program, at the undergraduate level? How much emphasis should be placed on a broad liberal arts education? What are the roles of such supporting disciplines as sociology and political science, economics and psychology, and what content should be required in them? How can all of these parts of the undergraduate program be integrated to provide the most suitable curriculum for the first professional social work degree?

The Atlanta workshop on *Integrating Career Development on the Campus* suggested strongly that the employment options for liberal arts majors are substantially enhanced by including a few courses that are directly job-related, such as, accounting and computer programming.[6] The relationship to employment potentials is one of the points which must of course be kept in mind in relation to undergraduate social work. At the same time the Atlanta workshop concluded that "The fear that there might not be enough jobs requiring college degrees in years ahead to warrant projected enrollments is no excuse to turn all education into job preparation."[7]

At any rate, the number of baccalaureate social work programs is rapidly increasing across the South, whatever their specific content. This leads to critical questions which involve not only educational content but also job opportunities for the increasing numbers of young people who are coming out of these programs interested in entering

the profession of social work. How can their professional education and experience be best advanced?

Educational Resources

Before attempting to assess either met or unmet educational needs in the Southern region, it is necessary to take stock of current resources. All states have large registers of baccalaureate graduates from a variety of disciplines who have passed the merit examinations. Some also take examinations requiring only the Associate Arts degree and accept available employment. Unfortunately, in most instances, the bachelor in social welfare (B.S.W.) graduate is not at the top of merit system registers. This fact together with the civil service policy of not advocating special registers indicates that potential demand in the geographical area served by each educational institution needs to be continually assessed.

The current situation could well have been foreseen. Undergraduate social work courses with a variety of titles were added to curricula in a brief period of time. Undergraduate programs sought in increasing numbers to attain formal CSWE approval after the Board of the Council on Social Work Education voted in April 1970 to approve programs preparing undergraduates for practice. Then, in July 1974 the CSWE Commission on Accreditation began reviewing undergraduate programs to accredit them to offer baccalaureate degrees in social work.

Data on social work education for 1974 list the "approved" programs and most, if not all, of the 69 programs reported for the 14 Southern states will seek accreditation. Many other institutions which offer social work courses at the undergraduate level but which had not yet had programs approved will also apply for accreditation. There is strong reason to believe that there should be no general encouragement to develop new undergraduate programs, or increased enrollment in existing programs, until demand and supply more nearly balance. However, a strong case can be made for careful review, state by state, of geographic distribution of accredited programs since the great majority of B.S.W. graduates seek employment in their home areas. Concurrently, attention must be devoted to rural areas which are the least well served by trained social workers, as well as by other professions. At the same time, many of the existing programs can be improved through developing better-qualified faculty and more demanding course content.

With respect to graduate training leading to the master's degree, the potential of the 20 accredited schools of social work in the region[8] (twenty-one when the School of Social Work at the University of Southern Mississippi is included) appears to be adequate especially if curricula and faculty are strengthened. It is doubtful, however, that the production of graduates at the master's level today even meets current

demand, let alone the anticipated need, as the opportunities for specialized employment in social welfare and in areas related to social welfare and in industry expand.[9] As of June 30, 1973, public welfare agencies in the 14 Southern states employed 2,812 persons with master's degrees, most of which were in social work.[10] By any measure, this is a small number in relation to the needs of state and county social services programs. Certainly not every master's degree graduate promptly finds just the right job immediately upon graduation, but this is largely because of limitations set by the graduates. Available data indicate that the jobs are there.

With respect to the capacity of the schools of social work in the South to meet professional needs, the data for full-time second-year master's degree students enrolled November 1, 1974 are revealing. Of the 20 schools of social work, only three — Louisville, Maryland, and Tennessee — reported having more than 150 students enrolled. Arkansas, with 47 students, had the smallest second-year enrollment. Recognizing the costs of graduate social work education and the many problems faced by higher education in general, the logical conclusion is that there are indeed enough schools but that the present graduate schools should be further developed and increased enrollments encouraged, especially in the less well-served states.

In any review of social work education in relation to needs in the 14 Southern states, the relative lack of opportunity for doctoral education is striking. The four schools in the SREB region with post-master's programs are Florida State University, Tulane University, the University of Maryland at Baltimore, and the University of Texas at Austin, with full-time enrollments as of November 1, 1974 of 0, 7, 19, and 5, respectively; corresponding part-time enrollments were 0, 12, 14, and 2. In a region where women have traditionally held many responsible administrative positions in social welfare, it should be noted that only six of the full-time Maryland students and one of the Tulane students were women, while there were four at the University of Texas.[11] The Ph.D. program at Florida State University was only approved in 1974, and the first degree will not be awarded before 1976. The University of Alabama becomes the fifth institution with a doctoral program, beginning in September 1975.

These schools, with their increasingly stronger faculties, have made a beginning. However, with no doctoral degree awarded by three of the schools in 1973-74 and only 3 by the fourth, (Tulane) plus the pull exerted by other regions of the United States for the employment of such graduates, the situation for the Southern region is critical. This lack of doctoral graduates may be compared with the fact that the accredited graduate schools of social work in the 14 Southern states reported 573 full-time faculty, assigned at least 50 percent of the time to the graduate

program in 1974.[12] While the great majority either lacked doctoral degrees or had taken them in other disciplines, clearly the faculty with social work doctorates obtained them outside the region. Certainly recognizing need for doctoral graduates in social work is not enough to justify action by an individual institution. Rather, there must be careful evaluation of those universities which have adequate faculty resources within the school of social work and in cognate departments and schools to provide first-rate doctoral education. The development of doctoral programs is necessarily slow, but long-range regional planning to meet demonstrated needs is long overdue. Assuredly this will mean either a sharp expansion of the already established programs, the selective development of additional programs, or both.

Not all of the regional concern should be focused on programs leading to college graduation and advanced education, however. In recent years the two-year educational institution, whether called a community college or some other name, has begun to play a more significant role in training workers for preprofessional positions in social welfare. Many terms are used for graduates of these programs but probably the most common generic terms for personnel with an Associate of Arts (A.A.) degree are *social service aide* and *social service technician*. In turn, the classifications may become more specific when related to special functions, such as, *child welfare aide* or *eligibility technician*. Training for this level of welfare worker has appeal to two-year educational institutions, as a basically generic curriculum can serve many purposes. There is no sound basis for estimating the numbers now being trained or of employment ratios. Moreover, the training resources are generally flexible in meeting specific community needs. There is serious concern that the supply be geared to known demands, as the dangers of oversupply are ever present.

Even lesser training is required for a range of paraprofessionals whose recruitment and training is likely to be agency-organized, and who require close professional social work supervision. One classification of this type likely to increase rapidly is homemaker.[13] Here there is an accepted measure of need: one homemaker for every 100 persons 65 years of age and over; one homemaker per 1,000 population under age 65. Establishment of agency positions commensurate to such need is a distant, though hoped for, goal.

In considering the education and employment of social work personnel, there is a continuum from those workers in the broad field with little specialized training through doctoral and post-doctoral education. A full blueprint must not neglect any segment, even though the primary focus is upon individuals with academic degrees in social work.[14]

Potential Employment for Doctoral Graduates

The first documented indication of the need for post-master's programs leading to the Ph.D. or Doctorate of Social Work in the South is found in the number of graduate schools of social work. As data cited earlier indicate, the faculty needs of the 20 accredited schools (with another school in process of accreditation) can at present be met only by practically total reliance on doctoral programs in social work outside the South or by some combination of social work training with a Doctor of Philosophy in a related discipline. While multi-disciplinary training is essential in the development of well-qualified social workers, and schools must draw upon the resources of other professions, the lack of available personnel with the social work doctorate, Ph.D. or D.S.W., militates against the over-all professional stature of the field. While this is a general problem throughout the country,[15] it is acute in the Southern states. The need for faculty with doctorates in social work for the five schools in the region with doctoral programs is self-evident. Of equal importance is the staffing of the other graduate schools since they too require a substantial proportion of faculty with social work doctorates. If social work does not face up to the task of adequate preparation of professional faculty for the master's and doctoral programs, the profession will be looked upon in the university community as a quasi- or emerging profession.

A related need for a sharp increase in faculty with degrees in social work beyond the master's level is found in undergraduate programs. Here the proportion of total social work faculty with advanced degrees is substantially lower than for the graduate programs and among those with an earned degree higher than an MSW, the great majority have that degree in disciplines other than social work. Generally the undergraduate students are taught social work content by faculty for whom the master's degree is the highest earned degree. With approximately 75 undergraduate social work programs in the 14 Southern states approved by the Council on Social Work Education, and still others in process of approval and accreditation, the need for faculty with doctorates in social work for educational leadership is clear. As at the graduate level, social work faculty should be on the same level with respect to academic qualifications as other disciplines in the same institutions.

While the demonstration of need for faculty with doctoral degrees calls for no further elaboration, a potential demand, largely unexplored, also exists in social welfare and other human service agencies, both public and private, and even in industry. Social research positions offer a significant area of employment. While the South historically has relied on public social welfare agencies, excellent private non-profit agencies are found in the various states, for example, child welfare and family services programs. As these private agencies seek to plan for and imple-

ment programs responsive to rapidly changing needs, the increasing utilization of personnel with the doctorate in social work can logically be foreseen. The total numbers may not be large for some years but a growing demand should be anticipated.

Within the public social welfare agencies themselves, the need for well-qualified personnel above the master's degree level has seldom been articulated for any type of position. The challenge here is to promote recognition of the need and to have personnel available who have acquired the requisite training. In this connection, information from the *State Salary Survey*, August 1, 1974, is enlightening.[16] The summaries of state personnel requirements for a wide range of positions do not indicate an educational requirement higher than a master's degree except for the following: a hearings referee, for whom some states require graduation from law school or admission to the bar, and physicians and psychiatrists. Within the social welfare area the position of state director of social services usually requires the equivalent of a master's degree in social work and the position of graduate social worker obviously requires a master's degree in most instances. Besides these specific social work classifications it might be expected that education beyond the bachelor's degree would at least be required for the public welfare director of research and statistics. Such is not the case. Although salary scales are at least commensurate with or higher than faculty salaries in many states, the value of highly trained personnel has yet to be recognized. Experience requirements are generally reasonably commensurate with the responsibilities involved.

The situation has several facets that together explain the lack of demand for degrees beyond the master's in social welfare positions at any level of government. There have been practically no candidates as all social work doctorates have been in demand for teaching and high level research openings. Nor have individuals with advanced degrees sought public social welfare positions to any active extent. Only a tight job market is likely to bring that about. The widespread approach by personnel officers of establishing minimum educational requirements for specific positions is a third factor. Moreover, when individuals with a professional earned degree beyond the master's are found in social welfare positions, the chances are, as indicated above, that the degree is in a related field, not in social work.

This assessment of the current situation calls for leadership in identifying those positions in public welfare agencies at the state level and in the larger jurisdictions within a state which are especially appropriate for persons with superior qualifications. In addition to the state director, the director of staff development, the director of research, and the director of social services are significant points of entry. A far more difficult task than identification is to secure recognition by the appointing authorities that better qualified personnel can be expected to perform

more effectively and efficiently, especially in those areas which require extensive knowledge about social welfare philosophy, policy, planning and programming.

While the social welfare agency and professional school demand for individuals with doctorates in social work will undoubtedly far out-run the available supply for a number of years, there is untested opportunity for employment in the South in other human service fields, such as health, education, and corrections. Social workers with lesser degrees are already employed in an expanding variety of non-traditional settings. It is only logical to anticipate that with the growth of multi-disciplinary efforts, social workers with doctorates will be sought in terms of educational peer relationships for various settings.

Issues Regarding Specialization

To discuss educational levels only in general is to beg the issue. Schools of social work have long had areas of concentration. Traditionally, students have prepared for practice in casework, group work, or community organization. The statistics issued by the Council on Social Work Education now list a much wider range of possibilities for master's degree concentrations: (a) generic multi-method practices; (b) casework; (c) micro: direct service; clinical; casework and group work; (d) group work; (e) community organization, planning and development; (f) administration, management, social policy; (g) mezzo or macro intervention; (h) social problems; (i) research; and (j) other. Fields of practice in practicum include child welfare; community planning; corrections and criminal justice; family services; group services; medical/public health; psychiatric services; community mental health; public welfare services and assistance; school social work; services to aged; alcohol, drug or other "substance" abuse; and combined fields.[17]

Thus, there are concentrations and practice areas which prepare students for the gamut of social welfare programs. While this is true, the numbers of students and quality of programs differ widely. Moreover, many of the areas are long established in curricula and practice. Others have much more recently begun to attract major attention as the current needs of the social welfare field are re-assessed. In this evaluation the importance of social welfare policy and of administration and management ranks high.

As an indication that these directions are by no means unique to the United States, the post-professional education program for 1975-76 of the National Institute for Social Work in London includes special study in *Social Policy and Planning, Research Consumption,* and *Management and Organization.*

These developments are to be welcomed since they represent a direct response to the increasing attention being given to accountability in

social welfare programs. Considering the numbers of people affected and the costs of programs, sound administration and effective management are essential. This is not to say that these qualities have not been present in the past. Rather, it is recognized that they must be taught as part of social work education, not left to chance and individual ability.

> Social welfare is a gigantic enterprise whose complexity, cost, and significance to the political economy of this country is such that it requires the specialized management expertise of persons whose basic educational preparation and subsequent career development occurs in the context of social welfare proper... The persons specially trained in social welfare management should be no less sensitive to client needs, and no less steeped in social values than front-line practitioners, but they must have specialized training in the broad range of theoretical, empirical, and practical skills required of today's administrator.[18]

That students themselves have given only limited attention to the potentials of executive positions is reflected in the data on the small number of full-time master's degree students enrolled as of November 1, 1974 in a concentration on administration, management and social policy.[19]

	Enrollment	
	First Year	Second Year
Florida	24	48
Houston	0	8
Louisville	6	11
Maryland	22	25
Tennessee	0	13
Tulane	0	19
Virginia	8	17

At least two obvious conclusions can be reached. The first is that only a third of the graduate schools of social work in the region are offering this type of concentration, for whatever reasons. The second, and highly useful, finding for curriculum planning is that the students in administration, management and social policy tend to be concentrated in the second year of the master's program, following a first year in "core" subjects and concentration in a direct practice field.

Social Welfare Policy

There is widespread need for persons well versed in social welfare policy. This means individuals with extensive knowledge of social welfare programs over the years, the ability to think conceptually in terms of program development based both on demonstrated need and on law, the ability to formulate social welfare policies clearly and to translate agency goals and objectives into regulations and procedures that can be effectuated efficiently in practice. The need for such specialists within the social welfare field at all governmental levels can be documented by the difficulties, in 1975, in implementing Title XX of the Social Security Act. Not only has the need for clear articulation of policy arisen in public agencies, federal to local, but also in private welfare agencies which have sought to be responsive to the implications of legislation and public policies with respect to their own areas of special concern and expertise.

A broad potential for employment of social welfare policy experts exists not only in social welfare agencies *per se* but also in other parts of the still new broadly based human services agencies and in other public and private agencies with human resources concerns. A partial listing of the job placement agencies of master's level students from the specialization in social welfare policy of the School of Social Service Administration of the University of Chicago provides factual information with respect to the broad-based demand, as follows:

> *Office of the Regional Director, U.S. Department of Health, Education, and Welfare; Illinois Department of Public Aid; Cook County Department of Public Aid; Chicago Board of Education; Michael Reese Medical Center; Office of the Attorney General, U.S. Department of Justice; Commission on Correctional Facilities and Services, American Bar Association; Office of Research and Planning, U.S. Bureau of Prisons; Office of Maine's Elderly; Legislative Assistant, U.S. Congressman; Los Angeles County Department of Public Social Services; Illinois Bureau of the Budget; Office of Lieutenant Governor, State of Illinois; Department of Social Sciences, Fisk University; American Hospital Association; National Society of State Legislators, and others.*

The positions range from Director to Consultant to Program Analyst, and to specialized social worker.

Social work has unique contributions to make in all human service programs as policies are developed growing out of clearly identified social needs. With the increase in concentrations in social welfare policy to between 15 and 20 schools of social work across the nation, there is a growing effort to meet this special demand. The potentials in the Southern region for employment of well-qualified social welfare

policy personnel, while difficult to estimate, are obviously substantial. The fact that individuals with such training are really multi-disciplinary with respect to the settings in which they can operate enhances both employment opportunities and the opportunity to promote a sound social philosophical base in a wide variety of programs.

Administration and Management

Administering a social welfare agency, public or private non-profit, is far more complicated today than even a decade ago. Governmental programs, which may be administered by public agencies or contracted to private agencies, have increased in number and complexity. Despite repeated calls for simplification, regulations have become more numerous and detailed. Financial arrangements have become more complex. Program operations have become more sophisticated. The demand for accountability has accelerated. Cost-benefit analyses are the order of the day.

The result is that there are sharply increased needs for planning and management skills and over-all administrative ability on the part of social agency executives and their top level staffs. To the extent that social work curricula follow traditional patterns and do not include effective training in the areas of planning, management and administration, they fail to equip their graduates to meet the challenges and demands of agency operations. The individual with a master's degree who is skilled in casework only is in a vulnerable position when called on to serve as the agency executive. Partially to meet the problem of inexpert executives, both national voluntary organizations and governmental agencies have organized many seminars and workshops for their clientele in recent years. Helpful though this on-the-job training may be, the focus is increasingly upon the responsibility of both graduate and undergraduate schools to incorporate appropriate training in administration and management in their courses. The critical questions then become: How much? and At what level? Certainly experience in social welfare agencies with management personnel who are largely ignorant of the field of social welfare indicates that training in management alone is not enough.

As a basic position, the first responsibility of schools of social work is to prepare professionally qualified social workers. Since the graduates will enter a wide range of positions at graduation and throughout their careers, most will also need some preparation that can be labeled administration and/or management. The amount of such specialized education should be related insofar as possible to changing career objectives. Moreover, the education should be broad enough to make feasible executive positions in related fields as well as in social welfare.

As a result of the growing recognition of the need for this type

of education, schools are faced with critical decisions as to the level at which to meet the need. It is suggested that such education should be primarily the responsibility of the graduate schools. A social welfare agency that wants a social worker as executive will normally be recruiting from individuals with master's degrees or above. At the undergraduate level some beginning focus on how agencies are operated is called for, but the primary focus should continue to be on a broad liberal arts education and the content necessary for recognition of the baccalaureate in social work as the first professional degree.

> The baccalaureate degree in social work is the basic professional degree for a "generalist" worker; advanced study (MSW and DSW) should build upon this foundation and provide for specializations in both direct and indirect services;. . .[20]

Continuing Education

Whatever the level of training of individuals employed in social welfare agencies, the importance of continuing education must be stressed. The first approach is usually some type of orientation as the introductory part of an agency in-service training program. Staff development units carry out on-going programs for agency staff. Such programs typically cover all classifications of personnel, not just the social work classifications.

Availability of continuing education is increasingly recognized as essential for the profession of social work as it is for a number of other professions. While this need is general throughout social work, the issue is also related to the efforts toward licensure of social workers. Both Kansas and Kentucky have recently enacted legislation which mandates continuing education requirements for the renewal of licenses in social work. This type of development places responsibility upon both undergraduate programs and graduate schools of social work to offer opportunities for continuing education that will up-date social workers on new knowledge, new research, new developments in service delivery, etc.

Other opportunities for continuing education include seminars, workshops and conferences which may be organized under a wide range of agency and educational auspices and around an extensive number of topics pertinent to special interest groups. The community colleges, with their flexibility in program development, offer a base for somewhat localized continuing educational opportunities.

As a result of these emphases, agencies, both public and private non-profit, have assumed increasing responsibility for the continued education of staff. For those agencies large enough to justify special staff development personnel, well-structured in-house programs have

become highly significant. Even small agencies promote workshops and seminars of various types. Educational leave, often with Federal financial participation, is especially important since it is usually related to the attainment of a graduate degree in social work.

Continuing education calls for increased attention in the Southern region because it improves quality of personnel employed in social welfare; it places a specific demand upon educational resources at the various levels; it provides a considerable employment opportunity within social work itself for well-qualified teaching personnel; and in some instances it helps students partially to meet degree requirements.

Personnel Classification

The major employment opportunities for social work personnel in the South may be expected in the public area in the future as has been true in the past. By and large, professional requirements are clarified and raised as those concerned with a given profession recognize the need to do so. To promote such steps is more than a single agency or institution can undertake without substantial broad-based support. Much interpretation is necessary, directed toward the goal of improved performance through higher qualifications. This is an area in which states tend to move in concert; hence regional effort must be expanded. While this focus is on public agencies, private agencies will benefit as the qualifications for public personnel advance.

Two foci for special effort at this time seem indicated. One is to make a clear differentiation in classification and compensation plans between the beginning generalist worker who has a baccalaureate degree in social work and the worker who comes out of the wide range of undergraduate majors. This is only tenable, however, if such social work graudates actually score higher on the average on merit examinations designed to test social work knowledge, attitudes, and skills and then demonstrate on-the-job skills superior to those of non-social work graduates. Over half of the states nationwide do make a distinction in favor of special undergraduate preparation. Graduates with other majors would certainly continue to be employed, but those with special preparation for social work should have their specialization recognized.

Moving up the educational ladder, personnel departments need encouragement to write in the educational qualification of a master's degree or doctorate in social work for the highest level professional positions in social welfare. Certainly substitutions both in education and in superior experience will continue to be acceptable. The difference lies in concrete recognition of the importance today of the best qualifications possible for top leadership positions in social welfare, qualifications comparable to those long demanded in other professional fields, e.g., health and education.

Since turnover in social work positions is relatively high, the opportunities for upgrading staff are far better than in fields with more stable personnel. Hence the suggested emphases could have an impact on social work manpower in any state within a relatively short period of time.

Conclusions

Progress is made as needs and goals are defined. With current and anticipated changes in social service's scope and delivery, the key to successful development is found in the caliber of personnel. It is expedient for employing agencies and educational institutions alike to monitor continually the quantitative and qualitative demands for social work personnel in the geographic areas served, to adjust their programs to facilitate greater social work competency, and to promote employment of well qualified social workers in a broadening range of employment settings.

Within the Southern region at the present time, it appears that:

1. Present undergraduate social work programs should be strengthened, and no new undergraduate programs in social work education should be developed unless an individual state has well-documented unmet needs.
2. In order to respond to changes in employment opportunities, educational institutions offering a B.S.W. degree need to assess on a regular basis the demand for and the proficiency of their graduates.
3. The potential of the 20 (21 with the pending University of Southern Mississippi school) accredited graduate schools of social work appears adequate to meet anticipated needs for MSW's. With at least one school in each of the 14 states, faculties can be expanded and enrollments increased to meet growth in demand.
4. The Southern states have lagged in the development of doctoral programs in social work. With five programs now available (in Alabama, Florida, Louisiana, Maryland, and Texas), the first priority is their development with strong faculties and significant, rather than token, enrollments. An average of 20 to 25 students in each of the five doctoral programs would go far to meet anticipated needs in the immediate future, provided the doctoral graduates remain in the region.
5. The anticipated development of the doctoral programs already in existence and their ability to meet regional

demands should be carefully evaluated before any new doctoral program is undertaken by a school of social work.

6. The graduates of Associate of Arts (A.A.) programs and a range of paraprofessionals must also be included in the continuum of training for social welfare personnel, from the least skilled to the most highly trained.
7. The potential for employment of doctoral graduates is substantial — as faculty members for undergraduate, master's and doctoral programs; for leadership positions in the public social services; in other public human resources positions; in private social welfare agencies; in research; in business; and in a widening range of specialized positions. A growing demand can be anticipated.
8. The concentrations offered by graduate schools of social work prepare students for the gamut of social welfare programs. Current needs should result in increased attention to courses in social welfare policy, administration and management. These latter concentrations are more likely to be emphasized in the second year than in the first year of the two-year master's program.
9. Continuing education, whether provided under agency staff development programs or in institutions of higher learning, is increasingly required for social welfare personnel in all job classifications. Every agency and institution should have a substantial continuing education component.
10. Personnel departments need to place increased emphasis upon specific educational qualifications for social work positions at all levels of responsibility, qualifications comparable to those required in other highly specialized fields.

The structure and content of social work education will continue to change in the future as it has in the past. The demand for social workers with various levels of education will wax and wane as governmental programs expand and retract or shift in emphasis; as private agency programs adjust to social change. The utilization of social workers outside the traditional social welfare settings will continue to increase. With these gross variables and other more subtle ones, it is impossible to make precise predictions for the decades ahead, but past and current experiences indicate continuing, substantial demand for personnel with the B.S.W. level of training, increased demand for personnel with the master's degree, and accelerating demand for personnel with doctoral degrees. It is incumbent upon the educational institutions in each state

to work closely with the employing agencies and to plan in such a way that social work manpower, at all levels of training, will be adequate to meet demonstrated needs.

Section II — Supply and Demand Outlook for Social Workers

SREB Staff

Employment Settings for Social Work Manpower

The primary purpose of Section II of this report is to assess the supply and demand outlook for social workers in the South.[21] In a professional and educational sense, the term "social worker" describes individuals who have completed an approved social work educational program at the baccalaureate, master's or doctoral level. The National Association of Social Workers (NASW), the largest organization of professional social workers, has over 56,000 members who meet the "professional" criteria. The U.S. Department of Labor estimates that there were 300,000 social workers employed in 1974.[22] Approximately 240,000 of these do not have professional status. This Section deals with the entire spectrum of social work manpower, including workers who have been professionally trained and those who have not.

According to the 1971 Encyclopedia of Social Work, ". . .the manpower called for in the widest range and greatest numbers in the social services in the United States is drawn from social work." The National Association of Social Workers has identified 29 settings in which social workers are employed:

- Aged
- Armed forces
- Camps
- Child welfare
- College-University
- Community action — poverty
- Community center
  settlement house
- Correction — prisons
- Council — planning
- Courts
- Day care
- Employment
- Family agency
- Handicapped
- Health
- Hospital
- Housing-relocation
- Industry
- Labor unions
- Legislative — law
- Mental health —
  child guidance
- Minority group organizations
- Narcotics
- Private practice
- Public welfare
- Residential institutions
- Schools
- Vocational rehabilitation
- Youth service

These settings include public, non-profit private and profit-private agencies. Employment settings are at the city, county, state, regional, national and international levels.

The number of settings in which social workers are employed has increased in the last few years; social workers are entering more "non-traditional" (non-social work) positions. Some of the newer settings are public administration departments (city and county managers' offices, state and federal legislators' staffs, urban and regional planning departments, etc.), public housing authorities, state employment services, human relations agencies, private industry, personnel and related departments, research and consulting firms, and nursing homes.

There are increasing job opportunities for social workers in public schools, mental health (particularly community mental health), day care, aging, corrections, public community center programs (crisis centers, drug treatment centers, etc.), and allied health programs.

There is a growing trend to hire trained social workers within traditional social work programs such as public welfare. A number of states now have some form of preferential hiring for graduates of bachelor's programs in social work/social welfare.

An increasing number of social workers, particularly MSW's, are engaging in private practice, part time or full time, often in affiliation with an interdisciplinary group.

Not only are social workers employed in a variety of settings, the kind of work they perform is quite varied. The NASW has identified 20 functions in which social workers perform:

Administration	Planning
Casework	Program development
Community development	Psychotherapy
Community organization	Rehabilitation counseling
Community relations	Research
Consultation	Social action
Education	Staff development
Fund-raising	Supervision
Group work	Teaching
Personnel	Writing

A 1973 survey of Southern college and university social work education programs by SREB indicated that graduates of baccalaureate and master's programs were working in varied settings and jobs consistent with the NASW categories. Similarly, the Social Work Education Project of Florida projected the need for trained social workers in pupil personnel, mental health, corrections, family services, mental retardation and health. This diversification and broadening of the job market for social workers is of recent origin and has created a demand for graduates of social work education programs.

The Supply of Social Workers

Graduate Programs

Graduate education of social workers in the South pertains largely to master's programs. Indeed, as Dr. Winston points out in Section I of this report, only three doctorates in social welfare were awarded in the entire region in 1973-74.

From 1939 to 1970, the education of social workers, for the most part, was at the master's level. A few schools offered programs at the baccalaureate level, but until recent years these programs were not considered "professional" training. In 1974, there were 80 graduate schools of social work accredited by the Council on Social Work Education (CSWE) and 20 of these schools were in the 14 states served by SREB. Twenty-five additional graduate school programs are currently projected for the nation.

Graduate school enrollment for the nation exceeds 17,000 students, with 8,164 graduated in 1974 at the master's and Ph.D. levels. Only 159 degrees were granted at the Ph.D. level. The Southern states in 1974 accounted for 1,726 master's in social work (MSW) in accredited programs.

During the early 1970's — in a climate of favorable opportunities for MSW's — the number of social welfare master's degrees rose rapidly in the South, with a 23 percent gain in just three years, from 1971 to 1974. Present indications are that the number of MSW's will continue to increase, but probably at a slower pace. The number of MSW's to be granted in the South is projected to reach 1,800 to 1,900 by 1980.

Prior to 1963, there were 12 graduate schools of social work in the South, but only ten of the 14 states served by SREB had graduate programs in social work. The number of graduate social workers per capita in the South was less than the national figure, particularly in the states without graduate programs. But as the number of graduate programs increased, so did the number of MSW's in the South. Many of these graduates have remained in the South. For example, all of the 1971 graduates of the University of South Carolina School of Social Work were working in the South in 1973 — 20 in South Carolina and one in Alabama. Of the twenty-three 1972 graduates, all but two were working in the South.

Undergraduate Programs

Nationally, undergraduate programs in social work have grown enormously in the past few years, both in quantity and quality. Colleges and universities that formerly had only one or two social welfare courses are now developing full social work programs that prepare graduates for entry into practice. New programs are being formed in educational

institutions that never before offered courses with social work content, and existing programs are expanding and enriching their curricula.

The South has been part of the national trend in developing new programs. In 1969 the CSWE reported only 43 member programs in the South; in 1974 there were 69. However, these figures do not tell the full story. Some Southern colleges and universities that have been training and placing personnel in social service positions are not CSWE members and are not included in CSWE's list of approved programs. Many of these programs are located in small, predominantly black colleges.

Since 1965 the Southern Regional Education Board has collected data on undergraduate social work/social welfare programs in the South. In 1968, 149 colleges and universities reported having "social welfare program offerings." By 1970 this had increased to 190 programs, and in 1973 there were 285 colleges with "social welfare offerings."

The number of colleges in the 14 Southern states that in 1973 were providing or planning to provide full programs are shown below:

Alabama	18	Mississippi	11
Arkansas	7	North Carolina	14
Florida	14	South Carolina	6
Georgia	11	Tennessee	14
Kentucky	13	Texas	31
Louisiana	10	Virginia	10
Maryland	8	West Virginia	9

CSWE has been evaluating and approving baccalaureate programs in social welfare education since 1970. In 1974, nationally, there were 215 programs approved as meeting standards consistent with CSWE standards and for meeting membership requirements of the NASW. Sixty-nine of these programs are in the South.

The number of undergraduate programs and the student enrollment are increasing rapidly. In 1971, 1,007 degrees in social welfare at the bachelor's level were granted in the South. Just one year later this had increased to 1,598, reflecting to some extent previous efforts to expand social welfare educational opportunities at the undergraduate level.

The number of annual baccalaureate degrees in the field is expected to continue to increase, although the rate of increase may be moderating. Including new programs which were not in existence or were not yet producing graduates in 1972, a projection of 1,900 degrees in the Southern region by 1980 appears reasonable.

In any one year not all the graduates, either at the bachelor's or master's level, will immediately be new entrants into the labor market to compete for social work positions. Many bachelor's graduates continue in graduate school. A few become full time housewives. Many advanced

degree students are already employed as social workers, so that upon obtaining their degrees they cannot be counted as new labor force entrants. Reduction of the number of bachelor's and master's degrees by those estimated as non-entrants for the above reasons results in the "market-ready" supply of new graduates for any one year. Table 1 shows the projected number of bachelor's and master's degrees in 1980, and the projected number of market ready degrees for each of the 14 Southern states.

Associate of Arts and Community College Programs

In addition to the baccalaureate programs, there are also degree programs in the various human service professions at the community college level. The majority of these programs are designated as "mental health worker training programs." Ninety-three programs designated as mental health, social work or human service are currently identified in the region. Some of the graduates are working in various human service settings and others have enrolled in baccalaureate social work programs. The programs have great diversity and no central body such as CSWE establishes common standards.

Table 1

Projected Degrees in Social Welfare, Bachelor's and Master's Levels Combined, 1980

	Degrees	Market-Ready Supply
Alabama	230	169
Arkansas	115	86
Florida	460	343
Georgia	255	196
Kentucky	360	268
Louisiana	440	330
Maryland	310	238
Mississippi	65	57
North Carolina	210	158
South Carolina	65	50
Tennessee	310	232
Texas	418	308
Virginia	283	210
West Virginia	155	120
	3,676	2,765

A Continuum in Social Work Education

The concept of a continuum in social work education is generally accepted today, although it is in limited use. Hollis and Taylor, in their 1951 study, *Social Work Education in the United States,* and Werner Boehm in his 1959 study, *Objectives of the Social Work Curriculum of the Future,* discuss and recommend a continuum in social work education, beginning with the baccalaureate and going through an MSW or doctorate. Many social work educators are now advocating a continuum which begins with a community or junior college program.

Perhaps the best description of social work education as it is today is provided by Arnulf M. Pins, the immediate past executive director of the Council on Social Work Education:

> Social work education today is *not* synonymous with the MSW program; graduate social work education is not primarily directed to the practice of case work, and treatment no longer is the exclusive or even major emphasis.
>
> There is general consensus that not every job in social welfare requires an MSW degree social worker. . . Thus, employing personnel for social welfare who do not have a master's degree is no longer a temporary expediency.
>
> Today, social work education operates on several levels... The associate degree offered in two-year community colleges to prepare students for community and social service technical roles...The baccalaureate degree offered by four-year colleges and universities to prepare students for beginning practice in certain areas (direct practice)... The master's degree offered in graduate schools of social work to prepare students for professional practice, administration, policy, and planning functions... The doctoral degree to prepare students for leadership roles in policy development, administration, planning, advanced practice, research and teaching...Continuing education offered by schools of social work, university extension services, the professional association and agencies to update social workers' knowledge and skill and/or to prepare them for new and more advanced responsibilities...

The Demand for Social Workers

Leonard Lecht, in *Manpower Needs for National Goals in the 1970's,* states, "Not enough manpower will be available in the next decade if the American people and their government try to achieve simultaneously all standards that knowledgeable people regard as desirable and reason-

able in the various areas identified as national goals." Social Welfare is one of the 16 national fields listed by Lecht.

Social work manpower includes a wide range of activites in varied employment settings and covers workers with Associate of Arts degrees through the doctorate. Public welfare represents the single largest sector employing social workers. From 1970 to 1973 public welfare employment rose 27 percent, reflecting the growing importance of the Medicaid and Food Stamp programs and the dramatic rise in caseloads. Although data are not available on subsequent public welfare employment levels, administrative costs of public welfare programs have risen substantially for 1974 and 1975, indicating a continuing increase of the number of employees at the professional levels as well as in supportive jobs.

Future employment levels in public welfare agencies will depend heavily on the direction the American electorate mandates regarding social welfare issues. If national policy is directed toward the expansion of social services, (as was true in the late 1960's and early 1970's) the need for more social workers who provide such services will continue to rise. On the other hand, if remedies to attack poverty and distress move more to provision of cash payments or to income maintenance programs rather than social services, then employment expansion may swing more toward administrative personnel and away from social workers.

The switch in 1970 of the administration of the *Aid to the Aged, Aid to the Blind* and *Aid to the Permanently and Totally Disabled* programs to the Social Security Administration is an example of a move that tends to deemphasize social work employment expansion. However, the passage in 1974 of Title XX as part of the 1974 Social Security Amendments promoting state provision of social services, under state plans, is a move that enlarges the need for social workers.

The U.S. Department of Labor projection of social workers in its 1974 *Occupational Outlook*, reads, "Excellent employment opportunities for those with graduate degrees. Favorable outlook through the 1970's for those with bachelor's degrees, although competition may increase in the 1980's."[23] The projected growth for social workers' total employment from 1972 to 1985 is 50 percent, resulting in an average of 17,500 job openings per year in 1985. This does not include related occupations in fields such as rehabilitation, employment counseling, allied health corrections, etc.

A 1975 projection by the Program Analysis Office of HEW depicts an even greater expansion of social worker demand. According to these revised estimates, the average annual openings from 1975 to 1985 will total 30,500 with 12,500 openings representing new jobs, and 18,000 replacement needs.[24] Replacement needs are particularly high in social work. A 1969 SREB analysis of turnover in U.S. public welfare agencies showed that by the end of three years 55 percent of the original case-

workers had separated.[25]

The U.S. Department of Labor and Program Analysis Office projections for openings for social workers are based on the assumption of a four percent unemployment rate for the rest of the decade and into the 1980's. In the face of current realities this assumption may not be realistic. Traditionally high unemployment rates have been interpreted to indicate a rising demand for social workers because of a greater necessity to help families in distress.

The highest unemployment rate this country has faced since the 1930's is being encountered in 1975 and thus, according to the above relationships, should result in a favorable climate for the employment of social workers. Yet the actual picture is a mixed one. Graduates with social welfare degrees both at the bachelor's and the master's level are reported to be encountering more difficulty in finding employment in 1975 than was true in previous years. Tight state and local government budgets have had an impact on hiring of additional personnel, despite the fact that high unemployment rates present a need for such personnel. Faculties of social welfare departments and officials of NSWA report that openings for new graduates do exist, but tend to be located in rural areas, while graduates are flocking to metropolitan areas in their job searches.

Budget expansion in public welfare agencies has been most pronounced in recent years in the eligibilty determination division, which would seem to indicate that this is also where the greatest expansion of employment has occurred. Social workers are required in eligibility determination, as they interview clients, to establish whether they meet standards for assistance. Yet eligibility determination is not stressed in college programs that prepare social workers. Instead, greater emphasis has been placed on those aspects dealing with the provision of social services. This disparity is causing officials in HEW to promote greater stress by educators in social welfare on the eligibilty aspects of the public welfare process.

The SREB Manpower and Education project has prepared projections on the demand for social workers in the South in 1980 as part of a comprehensive analysis of the supply and demand outlook for graduates in various fields of study.[26] Two sets of projections were developed: (1) on the basis of the forecasts of occupational openings by the Department of Economic Security in each state, and (2) on the basis of 1980 projected employment by industry sectors in each state by the National Planning Association. The National Planning Association employment by industry sector projections were then converted to openings by occupation in each sector. Both sets of projections incorporate the assumptions of a four percent unemployment rate and of only moderate inflation to 1980. Also, both sets of projections include openings created by growth in total

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employment, as well as by replacement needs (deaths, retirement, etc.) The projections cover only those openings estimated to be filled by college graduates. In 1970, 68 percent of all social workers had at least a bachelor's degree in some discipline. By 1980 this is estimated to rise to 70 percent, reflecting the extension of the previous upgrading process trend from 1960 to 1970.

Table 2 shows estimated 1980 openings for social workers according to these two projections for each of the Southern states and the region. Demand is shown for each projection for all openings estimated to be filled by college graduates at all degree levels (columns 1 and 2) and for those estimated to be filled by advanced (master's and doctoral) degree holders (columns 3 and 4). Also shown (column 5) is the projected "market-ready" supply of social welfare graduates at all degree levels, or the first-time entrants into the labor market seeking social work positions.

According to the projections, there will be a considerable shortage of available college graduates with social welfare degrees in 1980 relative to the number of job openings (Column 6). For the region as a whole the deficit is approximately 1,500 with all but three states contributing to the overall regional shortage. Although returning workers are not taken into consideration when new graduates are compared to job openings, and although returning workers represent a sizeable labor supply potential in a field characterized by a large female contingent, it appears that there will still be a shortage of trained social workers in 1980. The contradictory finding that in 1975 social welfare graduates are not locating jobs with ease relative to the long-run favorable outlook, may be explained in part by the fact that the 1980 projections include many openings in rural areas, where today's graduates seem reluctant to locate.

Another reason for the contradiction between the apparent deficit of social work graduates relative to openings and the difficulty some of these graduates are now having in locating jobs is that non-social welfare graduates are competing for the available openings.

In many states merit systems have not given social welfare graduates special recognition over graduates in other disciplines in the qualification specifications for social work positions. In these states the scores earned by graduates in all disciplines on competitive merit system examinations determine who will be placed, and bachelor's in social welfare may or may not reach the top of the registers from which openings are filled. The National Association of Social Workers, and other professional organizations, are continuing their efforts to obtain more widespread special recognition through revised minimum qualifications for graduates in social welfare. They are also seeking revisions of merit system exams to emphasize content dealing with social welfare principles in order to give graduates in that discipline a competitive edge

Table 2

Openings and Market Ready Graduates in Social Welfare, 1980

State	Projected Social Worker Openings				Projected Market Ready Graduates at All Degree Levels	Surplus or (Deficit)*
	At All Degree Levels		For Advanced Degree Holders			
	DES	NPA	DES	NPA		
Alabama	154	215	51	74	169	(16)
Arkansas	96	163	32	58	86	(44)
Florida	537	545	186	189	343	(198)
Georgia	322	421	109	147	196	(176)
Kentucky	236	291	80	101	268	4
Louisiana	187	274	61	94	330	99
Maryland	409	569	136	197	238	(251)
Mississippi	129	192	44	68	57	(104)
North Carolina	296	409	98	141	158	(195)
South Carolina	109	194	36	68	50	(102)
Tennessee	219	315	73	110	232	(35)
Texas	488	700	162	243	308	(286)
Virginia	306	456	104	161	210	(171)
West Virginia	111	136	36	46	120	4
Region	3,600	4,880	1,208	1,697	2,765	(1,475)

*Surplus or deficit is calculated by taking the midpoint of the two projections of the total number of openings and subtracting the projected number of market-ready graduates.

over graduates in other fields. The resistance of merit systems to these revisions stems from the traditional philosophy of civil service agencies to allow no special preference for certain types of educational preparation pending demonstration that such preparation is linked to better job performance. Social welfare education at the bachelor's level is a fairly recent phenomenon. As has happened with other professions, it appears reasonable to assume that in time the profession will obtain the recognition it seeks for its graduates.

When this occurs, in the context of a deficit of social welfare graduates relative to projected openings, the opportunities for bachelor's as well as master's degree graduates in the field should be quite favorable.

Conclusions and Implications

In conclusion, the future outlook of social welfare graduates must be evaluated in the context of several underlying contingencies:

1. The trends federal legislation may follow in the future regarding the attack on human distress;
2. The state of the economy and of federal and state budgets which fund the vast proportion of social work positions;
3. The competency social work develops as knowledge of social problems expands;
4. The success social service programs demonstrate in meeting the problems of distress.

The uncertainty surrounding such factors defies firm predictions, so that the assessment of social work opportunities involves a large measure of risk. If the trends of the 1960's and early 1970's continue, the outlook for social welfare graduates in the South appears favorable at all degree levels. Competition for openings, however, will continue to be heavy in urban centers and graduates will find a more favorable employment market in the non-metropolitan areas.

With the increasing recognition of social welfare as a profession, (including graduates with a bachelor's in social welfare) federal, state and local agencies filling social work vacancies will show increasing interest in using these graduates. Effective utilization of social workers at all degree levels will depend largely on the extent to which the concept of the team approach is developed. This concept includes integrating various competency levels in social work practice, depending on education and training, as well as interdisciplinary cooperation among specialties in the human service sector.

NOTES

[1]Quoted in Lester I. Levin, "Manpower and Education Needs in Selected Professional Fields: Social Work," Southern Regional Education Board, 1973, p. 1, (out-of-print). Mr. Levin is currently with the United Jewish Federation in Buffalo, New York.

[2]"Social Services in the Seventies: Issues and Challenges," National Association of Social Workers, Inc., Washington D.C., 1974, *passim.*

[3]Letter from Eulene Hawkins, Training and Manpower Development Specialist, U.S. Department of Health, Education and Welfare, Region IV, Atlanta, dated March 20, 1975.

[4]"Standards for the Accreditation of Baccalaureate Degree Programs in Social Work (Effective July 1, 1974)," *Social Work Education Reporter,* Vol. 27, No. 3, September 1973, pp. 13-16.

[5]Lilian Ripple, Council on Social Work Education, August 1974.

[6]Southern Regional Education Board, *Report of a Workshop,* 1974, p. 14.

[7]*Ibid.,* p. 22.

[8]See Appendix A.

[9]The 20 schools awarded 1,804 master's degrees in 1973-74. See *Statistics on Social Work Education in the United States: 1974,* Council on Social Work Education, Table 206.

[10]*Public Welfare Personnel, Annual Statistical Data, June 1973,* U.S. Department of Health, Education and Welfare, NCSS Report E-2, March 1975, Table 7.

[11]*Statistics on Social Work Education in the United States: 1974, op. cit.,* Table 271.

[12]*Ibid.,* Table 300.

[13]The term "homemaker" means a trained, supervised person who works as a member of a team composed of professional and allied workers in an in-home program. The homemaker provides personal care and home management services in the home to an individual or family whose home life is disrupted by illness, disability, socia' disadvantage or other problems or when a family or individual needs help to gain or maintain independent functioning and self-sufficiency. Services are usually rendered to families with children or to older adults.

[14]The social work classification plan developed by the National Associa-

tion of Social Workers is as follows:

Social service aide — no specific educational requirement.

Social service technician — usually an AA degree or a baccalaureate degree in another field.

Social worker — baccalaureate degree from an approved social work program.

Graduate social worker — master's degree from an accredited graduate school of social work.

Certified social worker — certification by the Academy of Certified Social Workers (ACSW) or state licensure.

Social work fellow — completion of a doctoral program or substantial practice in the field of specialization following certification by ACSW.

See Standards for Social Service Manpower, NASW Policy Statement 4, 1973.

[15]Of 1,110 faculty in graduate programs in the United States with a doctorate or professional degree, only 581 held such advanced degrees in social work. *Statistics on Social Work Education in the United States: 1974,* p. 7, Table 8.

[16]U.S. Civil Service Commission, Bureau of Intergovernmental Personnel Programs.

[17]See *Statistics on Social Work Education in the United States: 1974, op. cit.,* Tables 254 and 255.

[18]Patti, Rino, "The New Scientific Management: Systems Management for Social Welfare," *Public Welfare,* Spring 1975, Vol. 33, No. 2, p. 30.

[19]*Statistics on Social Work Education in the United States: 1974, op. cit.* Table 254 and Table 254A.

[20]Tentative formulation. Ripple, Lilian, *op. cit.,* p. 21.

[21]This section of the report updates Lester I. Levin, *op cit.*

[22]Personal communication with Bureau of Labor Statistics, on advance 1976 *Occupational Outlook* data.

[23]U.S. Department of Labor *Occupational Outlook Quarterly,* Summer 1974, p. 36.

[24]Personal Communication from Program Analysis Office, Department of Health, Education and Welfare, September 1975.

[25]*Social Welfare Manpower Studies,* Social Welfare Manpower Project, Southern Regional Education Board, 1969, p. 10.

[26]Richard A. Engels and Eva C. Galambos, *Supply and Demand for College Graduates in the South, 1980,* Southern Regional Education Board, 1975.

Appendix

Graduate Schools of Social Work Accredited by the Council on Social Work Education, 1974 SREB

University of Alabama
School of Social Work

University of Arkansas
Graduate School of Social Work

Florida State University
School of Social Work

Barry College School of Social Work
Florida

University of Georgia
School of Social Work

Atlanta University School of Social Work
Georgia

University of Kentucky
College of Social Professions
Graduate Social Work Program

University of Louisville
The Raymond A. Kent School of Social Work
Kentucky

Louisiana State University
School of Social Welfare

Tulane University
School of Social Work
Louisiana

University of Maryland at Baltimore
School of Social Work and Community Planning

University of North Carolina
School of Social Work

University of South Carolina
College of Social Work

University of Tennessee
School of Social Work

University of Texas at Arlington
Graduate School of Social Work

University of Texas at Austin
School of Social Work

Our Lady of the Lake College
The Worden School of Social Service
Texas

University of Houston
Graduate School of Social Work
Texas

Virginia Commonwealth University
School of Social Work

West Virginia University
School of Social Work

Newly opened school working toward accreditation:

University of Southern Mississippi
School of Social Work